

FIGURE 5.3 Strategies Component of the SIOP® Model: Mrs. Fletcher's Lesson

4	3	2	1	0
13. Ample opportunities provided for students to use learning strategies		Inadequate opportunities provided for students to use learning strategies		No opportunity provided for students to use learning strategies
4	3	2	1	0
14. Scaffolding techniques consistently used, assisting and supporting student understanding (e.g., think-alouds)		Scaffolding techniques occasionally used		Scaffolding techniques not used
4	3	2	1	0
15. A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)		Infrequent questions or tasks that promote higher-order thinking skills		No questions or tasks that promote higher-order thinking skills



Reflect and Apply

Click here to explain your ratings for Mrs. Fletcher's lesson on each of the Strategies features.

Miss Lee

Miss Lee introduced the magazine article by presenting a 15-minute lecture on the rain forest and by showing a variety of photographs of the rain forest ecosystem. She then divided the students into groups of four or five, and asked one person in each group to read the magazine article to the other group members. When the students were finished reading, Miss Lee distributed worksheets. The students were first instructed to define words from the article, including *deforestation*, *biome*, *ecosystem*, and *organisms*. While Miss Lee circulated and provided assistance, students independently wrote answers to the following questions:

1. How much of the Earth's surface is covered by rain forests?
2. What percent of the Earth's species are found in the rain forest?
3. What are three products that come from the rain forests?
4. Why are the rain forests being burned or cut?
5. Who are the people that are doing the burning and cutting?
6. One of the birds found in the rain forest is a _____.
7. Global warming is believed to be caused by _____.
8. I hope the rain forests are not all cut down because _____.

FIGURE 5.4 Strategies Component of the SIOP® Model: Miss. Lee's Lesson

4	3	2	1	0
13. Ample opportunities provided for students to use learning strategies		Inadequate opportunities provided for students to use learning strategies		No opportunity provided for students to use learning strategies
4	3	2	1	0
14. Scaffolding techniques consistently used, assisting and supporting student understanding (e.g., think-alouds)		Scaffolding techniques occasionally used		Scaffolding techniques not used
4	3	2	1	0
15. A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)		Infrequent questions or tasks that promote higher-order thinking skills		No questions or tasks that promote higher-order thinking skills



Reflect and Apply

Click here to explain your ratings for Miss Lee's lesson on each of the Strategies features.

In addition to the rain forest article, Miss Lee encouraged students to use the class computers to search the Internet for the answers to these questions. She told them to type in "rain forest" on a search engine to begin their search, and to keep track of the electronic Web sites they explored.

When the students had finished writing their responses, they were to compare them to those of their group members. Miss Lee directed the class to use the article to fix any answers the group thought were incorrect. She explained that they needed to come to agreement and record their group answer on a clean handout. For question #8, students were to determine the best answer of the group members' responses.

Check your understanding: On the SIOP form in Figure 5.4, rate Miss Lee's lesson on each of the Strategies features.

Mr. Montoya (see Figure 5.5 for a complete lesson plan)

Mr. Montoya began his lesson by orally reviewing his lesson's content and language objectives, and by introducing the unit theme, Interdependence of Organisms in an Ecosystem. After distributing the magazine article on the tropical rain forest to his class, he engaged his students in a SQP2RS activity ("Squeepers," p. 134). First,

FIGURE 5.5 SIOP® Lesson: Tropical Rain Forests (Science) Grade 7

Key: SW = Students will; TW = Teacher will; SWBAT = Students will be able to . . . ; HOTS = Higher-Order Thinking Skills

Content Standards:

Next Generation Standards

- Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
- Cite specific textual evidence to support analysis of science and technical texts.
- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Physical Science

- Students know how light can be reflected, refracted, transmitted, and absorbed by matter.

Key Vocabulary: Vocabulary Self-Collection Strategy (VSS); students will select key vocab after reading; teacher choices for VSS: *rain forest*; *deforestation*; *ozone layer*

Visuals/Resources: Article on deforestation of tropical rain forests; photographs from space depicting hole in the ozone layer; chart paper and markers

HOTS:

1. Why are we dependent on the rain forests for our survival on Earth?
2. Compare and contrast the arguments of foresters and environmentalists. With which argument do you most agree? Why?
3. Imagine the Earth in one hundred years. How would you describe it if the present rate of deforestation continues?
4. Pretend you are the president of the U.S. Write a letter to the president of the lumber company that is responsible for the overseas burning of many acres of rain forest. Try to convince her to stop destroying the rain forest and practice sustainable lumber development.

Connections: Prior Knowledge/Building Background/Previous Learning

TW review previously taught steps to SQP2RS including how to effectively survey expository text. In small groups, SW list responses to the following: "Based on our reading and discussions from last week, what are three reasons why some animals and plants have become extinct over time?" SW review notes and text for answers, if necessary.

<i>Content Objectives</i>	<i>Meaningful Activities: Lesson Sequence</i>	<i>Review/Assessment</i>
SW analyze the impact of deforestation of tropical rain forests on the environment.	<p>TW post and orally explain content and language objectives.</p> <p>TW review SQP2RS process for reading expository texts.</p>	Summative assessment of content objective will be: answers to student-posed questions; class discussion; summary sentences; selection of question for oral debate of HOTS questions; tomorrow's debate

(continued)

FIGURE 5.5 SIOP® Lesson: Tropical Rain Forests (Science) Grade 7 (continued)

Language Objectives

<p>SW ask questions and predict key concepts prior to reading about tropical rain forests.</p> <p>SW select and define 2–3 key vocabulary words related to deforestation and rain forests.</p> <p>SW write summary sentences about deforestation, tropical rain forests, and the impact on the environment.</p> <p>SW orally defend a position on deforestation of the rain forests.</p>	<p>SW work in partners to survey rain forest article to generate 2–3 questions they think will be answered by reading article; TW post questions using asterisks to indicate multiple group responses.</p> <p>Class will predict 4–5 key concepts that will be learned by reading article.</p> <p>TW begin reading; SW read to confirm/disconfirm predictions.</p> <p>SW use sticky notes to find answers to posted questions; SW mark in text answers and confirmed and disconfirmed predictions (+ or –).</p> <p>SW with partners find and define VSS words that are important to the topic of deforestation and the rain forests.</p> <p>TW lead discussion of VSS words, clarifying meanings, while SW explain why the selected VSS words related to the rain forest are important to know.</p> <p>SW write summary sentences on the impact of deforestation of rain forests, using key vocabulary selected during VSS.</p> <p>SW select a HOTS question to take home and discuss with parents or caretaker in preparation for informal discussion tomorrow.</p> <p>TW review rules of informal debate.</p>	<p>Questions and predictions about the rain forest posted on chart paper</p> <p>SW show in text answers to questions; where predictions are confirmed.</p> <p>SW in small groups compare answers marked by sticky notes.</p> <p>VSS words and definitions</p> <p>Summary sentences and use of key vocabulary</p> <p>Selected questions</p>
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Wrap-up: Check for understanding of key vocabulary and clarify questions about the debate questions; review content and language objectives. Hold up fingers for level of understanding for each objective: 1 = I can do it; 2 = I think I can do it, but I still have questions; 3 = I need more information or review.

Lesson plan format created by Melissa Castillo & Nicole Teyechea. Used with permission.

students were directed to preview the article, starting with the title. He asked them to take one to two minutes individually or with a partner to page through the article, examining illustrations, photographs, bold or italicized print, charts, and bolded questions (Survey). They were also directed to use their survey information to figure out one of the words in the title: *deforestation*. Surveying a text was a familiar strategy for his students because Mr. Montoya had previously taught and modeled how to do it. After about one minute, Mr. Montoya stopped the survey and directed the students to work with a partner to write two or three questions they thought they would find answers to by reading the article (Question). When finished, the partners shared their questions with another pair and then with the class. As the groups shared their questions, Mr. Montoya wrote them on chart paper and marked with asterisks those that were generated by more than one group; repeated questions were not rewritten. From the student-generated questions, the class predicted the five most important things they thought they would learn from the article (Predict), and Mr. Montoya recorded them on chart paper, next to the list of questions.

Mr. Montoya asked students the meaning of two words in the title: *deforestation* and *ecosystem*. While the first word was new to most students, *ecosystem* was a recent vocabulary word. Therefore, he had students ask group members what strategy they would use to figure out these two words. Most groups recommended “dividing the words into syllables.” Mr. Montoya confirmed their responses and wrote on the board:

de + forest + ate + ion
eco + system

Together, the class informally defined each of the words, using the words’ structure, and students were reminded to enhance these definitions after they read the entire article.

Mr. Montoya then read aloud the first two paragraphs of the article while the students followed along in their copies of the text. At the end of each paragraph, students were asked to take a moment to go back into the paragraph to find sentences with key concepts and/or key vocabulary. They were to underline these for later use. Mr. Montoya repeated the process for two more paragraphs, and then referred students back to the list of predictions on the chart paper. As students read each of the class’s predictions and used the sentences they had earlier underlined, they determined if each prediction had been confirmed thus far in the article, or disconfirmed. Next to each prediction that had been confirmed by the text reading, a plus (+) was marked; one prediction that was disconfirmed was marked with a minus (-). One prediction that was unlikely to be discussed in the remainder of the article was marked with a question mark (?). A few additional questions and predictions were then generated by the class prior to Mr. Montoya’s directions to quietly read the next section of the text (about six paragraphs) with a partner or a triad (Read). Again, students were encouraged to underline or circle key content concepts and vocabulary that could be used as supportive evidence. In their small groups, students ascertained whether their earlier predictions, as posted on the chart paper, were

confirmed or disconfirmed. They also shared the evidence they had found in the article while reading.

When students finished the group reading activity, they were directed to find two or three vocabulary words they thought were important to the topic of the rain forest (VSS [Vocabulary Self-Collection Strategy]; see p. 84). Mr. Montoya led the class in a brief discussion of the vocabulary words, including clarification of *deforestation* and *ecosystem*, and the class voted on 10 words or phrases that they felt were most important. These were posted on the chart for future discussion during the unit.

In groups, the students then reviewed the questions that had been posted earlier to see if they had found answers during their reading, and they used sticky notes and strips to indicate in the article where the answers were found. They checked their predictions according to the process Mr. Montoya had previously modeled (Respond). Next, students individually wrote summary sentences about what they had read, using their generated questions and predictions as a guide, and the VSS words (Summarize).

Toward the end of the class, Mr. Montoya displayed on the whiteboard the following questions:

1. Why are we dependent on the rain forests for our survival on Earth?
2. Compare and contrast the arguments of foresters and environmentalists, as described in the article. With which argument do you most agree? Why? What in the text convinced you of one position or the other?
3. Imagine the Earth in one hundred years. How would you describe it if the present rate of deforestation continues?
4. Pretend you are the president of the United States. Write a letter to the president of the lumber company that is responsible for the overseas burning of many acres of rainforest. Try to convince her to stop destroying the rain forest and to practice sustainable lumber development.

After reading the questions aloud, Mr. Montoya briefly clarified them, and asked each student to select one. For homework, he asked students to copy the question they chose and to discuss it, along with the article, with parents or caregivers that evening. Students were asked to jot notes as to how they would answer the question, using the information from the article, their discussions at home, and the VSS words. He announced that these questions would be discussed further during the next day's class.

Check your understanding: On the SIOP form in Figure 5.6, rate Mr. Montoya's lesson on each of the Strategies features.

FIGURE 5.6 Strategies Component of the SIOP® Model: Mr. Montoya's Lesson

4	3	2	1	0
13. Ample opportunities provided for students to use learning strategies		Inadequate opportunities provided for students to use learning strategies		No opportunity provided for students to use learning strategies
4	3	2	1	0
14. Scaffolding techniques consistently used throughout lesson, assisting and supporting student understanding (e.g., think-alouds)		Scaffolding techniques occasionally used		Scaffolding techniques not used
4	3	2	1	0
15. A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)		Infrequent questions or tasks that promote higher-order thinking skills		No questions or tasks that promote higher-order thinking skills



Reflect and Apply

Click here to explain your ratings for Mr. Montoya's lesson on each of the Strategies features.

Discussion of Lessons

13. *Ample Opportunities Provided for Students to Use Learning Strategies*

Mrs. Fletcher: 3

Miss Lee: 2

Mr. Montoya: 4

- **Mrs. Fletcher's** lesson received a "3" for the inclusion of learning strategies. She began the lesson by asking her students to make predictions from the title of the article. After accepting some predictions, Mrs. Fletcher moved on, rather than probing the responses to elicit deeper thinking about the topic. Often, teachers ask for predictions, accept them, and move on without expanding on them or coming back to revisit them later in lesson. For example, Mrs. Fletcher might have asked, "What made you think that?" or "How did you come up with that idea? Tell us more." In addition to the predictions, the teacher also modeled a language strategy, using word structure (the prefix *de-*) to help determine the meaning of *deforestation*, and encouraged students to confirm and expand their understandings of the topic on the Internet.

Mrs. Fletcher's lesson would have been more effective had she included attention to other learning strategies, and perhaps a graphic organizer or other means for students to organize the information they were learning. She also could have periodically stopped her oral reading to reinforce important concepts, clarify confusing points, and discuss predictions that were confirmed or disconfirmed. Even though Mrs. Fletcher had the students write a letter to the editor at the end of the reading—providing students with a chance to demonstrate their understanding—she missed the opportunity to model summarizing as a language learning strategy. This would have made the letter-writing activity more accessible to English learners and struggling readers.

- **Miss Lee's** lesson received a "2" for the inclusion of strategies. She encouraged her students to evaluate and determine importance during the discussions of the answers to the questions on the worksheet. Students were required to support their responses, clarify misunderstandings, and reach consensus on the answers before turning in their papers. However, rather than presenting all the information orally, she could have discussed the photographs and generated student predictions and questions about the content of the pictures.
- **Mr. Montoya's** lesson received a "4" for the inclusion of strategies. He began the lesson by asking students to recall a language learning strategy he had taught them earlier, using word structure to determine word meaning. He then provided practice with several metacognitive strategies when he engaged his students in the SQP2RS/Squeepers activity for the expository text selection: prediction, self-questioning, monitoring and clarifying, evaluating, and summarizing. As Mr. Montoya led his students through the activity, he modeled and provided support in how to survey text, generate questions, make predictions, confirm or disconfirm predictions based on text information, and summarize information. Further, he incorporated the Vocabulary Self-Collection Strategy (VSS), during which students carefully select and discuss vocabulary that is key to the topic being studied (Ruddell, 2007). Evidence shows that when students are guided in how to select important vocabulary (another language learning strategy) and in how to apply strategies through SQP2RS, their comprehension is enhanced (Blachowicz & Fisher, 2000; Shearer, Ruddell, & Vogt, 2001; Vogt, 2002).

14. *Scaffolding Techniques Consistently Used, Assisting and Supporting Student Understanding*

Mrs. Fletcher: 2

Miss Lee: 3

Mr. Montoya: 4

- **Mrs. Fletcher's** lesson received a "2" for scaffolding. Mrs. Fletcher attempted to scaffold by reading the entire article to the students. This reduced the reading

demands of the text, but the scaffolding could have been more effective if she had begun reading the article to the students, and then had them complete the reading with a partner or small group. Also, there may have been some students who would have benefitted from reading with the teacher in a small group. Further, Mrs. Fletcher missed opportunities to scaffold when she simply assigned the letter to the editor without showing sample letters, providing words and phrases that might be found in such letters, and allowing students to work with partners on their letters. Another scaffolding technique is to encourage students to work with an “editing partner,” who can look over a piece of writing before it’s shared publicly. Including a “practice run” before a read-aloud helps pronunciation, increases fluency, allows for simple editing help from another student, and reduces stress for the readers.

- **Miss Lee’s** lesson received a “3” for scaffolding. She effectively scaffolded student learning in three ways. First, the photographs she displayed during her brief lecture provided support for students who had little background knowledge about the topic of rain forests. Second, by having the students complete the reading in their groups, the reading demands were reduced. Depending on the length of the article, she might have encouraged the reading involvement of more than one student in each group if she had suggested, for example, a “Page, Paragraph, or Pass” approach. With this activity, each student decides whether he or she wishes to read a page, a paragraph, or pass on the oral reading. English learners and reluctant readers may feel more comfortable having the option of choosing whether and how much they’ll read aloud to their peers.

Miss Lee also scaffolded the students’ answering of the questions on the handout. They had to answer the questions independently, but then were allowed to compare their responses to those of the other students and decide on the correct answers together. This provided students the opportunity to demonstrate individual learning of the rain forest material, and also gave them the chance to negotiate their understandings with their peers (a language learning strategy).

- **Mr. Montoya’s** lesson received a “4” for scaffolding. He incorporated a variety of techniques that provided support with the expectation that his students eventually would be able to apply the various strategies independently. He used several grouping configurations during the lesson, including whole class, small groups, triads, and partners. Students had the opportunity to confer with each other, receiving support and assistance if necessary. Mr. Montoya also carefully modeled the strategies for the students prior to requiring application. The reading demands of the article were reduced when students were allowed to read it in pairs or triads. Choice also played a critical role in this lesson when students were encouraged to select key vocabulary and the question for homework that most interested them.

15. *A Variety of Questions and Tasks That Promote Higher-Order Thinking Skills*


Mrs. Fletcher: 1

Miss Lee: 1

Mr. Montoya: 4

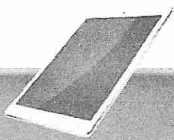
- **Mrs. Fletcher's** lesson received a "1" for higher-order thinking. She missed several opportunities to use higher-order questioning to engage her students' thinking. After students made some predictions, she could have probed with questions such as, "What made you think that?" or "Tell me more about that." Toward the end of the lesson, when one student asked why people still burn the rain forests, Mrs. Fletcher could have used the student's question to develop inquiry skills in her students, and these questions could then have motivated the letters to the editor. Instead, the letter-writing activity, while potentially meaningful and thought provoking, seemed somewhat removed from the article and brief discussion the class had about the rain forests. It's important to remember that assigning a higher-order thinking task is just the first step for this SIOP feature. Enabling all students to accomplish the task meaningfully is the goal.
- **Miss Lee's** lesson received a "1" for questioning. Although she incorporated questioning into her lesson by using the handout, the questions were mostly written at the literal level, with answers that could be found easily in the rain forest article. The activity would have required greater cognitive work on the part of the students if Miss Lee had written questions at various levels. Question 8 was the only one that required actual application and evaluation of the content concepts.

In addition, although Miss Lee tried to incorporate technology into her lesson, she did not provide enough guidance to help students find the information they needed in a timely fashion. She could have worked with students who were interested in using the Internet to refine their search procedures; generate some of their own questions about the rain forest; and use several key words to yield the information they were seeking while narrowing the field of potential Web sites.

 Watch this video and see Sarah Russell continue the lesson on *The Cask of Amontillado* (see Chapter 2, Summary). Using the SIOP protocol, see if you can recognize which of the three features of the Strategies component are apparent this video.

- **Mr. Montoya's** lesson received a "4" for questioning. He incorporated questioning throughout the lesson, first during the SQP2RS (Squeepers) activity, when students generated their own questions based on the text information, and then with the discussion questions. Note the varied levels of the questions at the end of the lesson plan: The first is a literal-level question, the second requires analysis and evaluation, the third requires application and synthesis, and the fourth requires synthesis and evaluation. Mr. Montoya effectively reduced the text's difficulty through the SQP2RS activity, not by lowering the cognitive demand of the questions (see Figure 5.5 for the lesson plan).

Teaching with Technology



After talking with the teachers and discussing the lessons you read about in the Scenarios earlier in the chapter, our tech integrator, Ms. Palacios, offered some technology suggestions to enhance the teachers' lessons.

Student Selector and Question Stems. One afternoon, Ms. Palacios was at the middle school working with the science teacher, Miss Lee, to update her laptop computer. On Miss Lee's desk, Ms. Palacios spotted a large can filled with sticks (such as tongue depressors) that were labeled with students' names. She asked the teacher if she could borrow the can for that week's after-school tech workshop.

Ms. Palacios, while a strong proponent of technology in the classroom, often reminds teachers when adopting a new technology tool to assess whether the tools are actually improving learning. To begin the workshop, Ms. Palacios put the can with the labeled sticks on the table in front of her, and asked the teachers in the room if they were using a similar technique with sticks, index cards, or another analog tool. She then challenged them to consider their tool and to evaluate if a tech tool might be better. Ms. Palacios then showed them *StickPick*, an app available for iOS, Android, or laptops.

To demonstrate the benefits of *StickPick*, Ms. Palacios connected her iPad to the classroom projector, allowing all of the participating teachers to see her screen and observe the process of using the app. She asked Miss Lee to tell her the names of a few of her students and then entered them into the app. Ms. Palacios then asked about their approximate levels and which ones were English learners. Within a few moments they put together a class profile for the small group.

Ms. Palacios gently shook the iPad and the teachers noticed that one of the students was randomly picked. The student screen showed the pre-set questions with stems. After choosing a stem and hearing the student's response to that question, the app allowed the user to assess the student's response with a quick rubric that Ms. Palacios demonstrated. She repeated the process, inputting scores for hypothetical student answers. The teachers then saw that data from these responses were compiled as simple statistics in student reports. After seeing the app in action, the teachers were excited to try the new tool that could not only replace cans of sticks or stacks of index cards, but also enhance their classroom discussions.

Miss Lee decided to test it out on one section of her middle school science class. To launch a review for the rain forest unit, she posted two questions on the board and asked the students to discuss them with a partner, informing them that there would be follow up questions after turn-and-talk time. After allowing the partners to work for a few moments, Miss Lee started using the app in her phone to help her call on students and prompt them with questions. Reflecting on the discussion portion of the lesson, Miss Lee found the app to be helpful. She looked forward to seeing trends in students' responses, but also felt the tool would encourage her to maintain consistency when asking various types and levels of questions.

Other terms for this type of tool: random student generator, random name picker

Related Tools: *Pick Me!* app for iOS, *Make My Groups* iOS

Other tools worth exploring: *Group picker*



Check Your Understanding

[Click here to check your understanding of Chapter 5, Strategies.](#)

■ Summary

As you reflect on this chapter and the impact of learning strategies, scaffolding, and higher-order thinking questions and tasks, consider the following main points:

- In this chapter, we have described how to promote critical and strategic thinking for all students, but most especially for English learners. Learning is made more effective when teachers actively assist students in developing a variety of learning strategies, including those that are cognitive, metacognitive, and language based. Learning strategies promote self-monitoring, self-regulation, and problem solving.
- Students with developing English proficiency should be provided with effective, creative, and generative teaching while they are learning the language. Therefore, it is imperative that all teachers provide them with sufficient scaffolding, including verbal supports such as paraphrasing and frequent repetition; procedural supports, such as teacher modeling with think-alouds, one-on-one teaching, and opportunities to work with more experienced individuals in flexible groups; and instructional supports such as the appropriate use of graphic organizers and content and text adaptations. Through appropriate and effective scaffolding, English learners can participate in lessons that involve strategic and critical thinking.
- We frequently remind teachers, “Just because the students don’t read well doesn’t mean they can’t think!” A similar adage to this might be said of English learners: “Just because they don’t speak English proficiently doesn’t mean they can’t think!” Therefore, SIOP teachers include in their lesson plans a variety of higher-order thinking questions and tasks.

■ Discussion Questions

1. In reflecting on the content and language objectives at the beginning of the chapter, are you able to:
 - a. Select student learning strategies that are appropriate to a lesson’s objectives?
 - b. Incorporate explicit instruction and student practice with learning strategies when planning lessons?
 - c. Identify techniques for verbal, procedural, and instructional scaffolding?
 - d. Identify language learning strategies to include in lessons?
 - e. Write lesson plans that include varied techniques for scaffolding student understandings?
 - f. Write a set of questions or tasks on a chosen topic with increasing levels of cognition?
2. Describe a learning situation you participated in or observed in which the teacher modeled how to do something. Describe a recent lesson in which you modeled a process, gave directions for students to follow, or provided steps for an experiment. What did you have to do to ensure that students could follow

your instruction? What worked and what didn't? How could you have made things more clear?

3. If the concept of scaffolding is somewhat new for you, the definition in the glossary may be helpful, as may be the following construction analogy. Picture a high-rise building as it is under construction. As new floors are added, scaffolding is built along the outside of the previously constructed floor (or level). This scaffolding allows access for the construction workers—they need to be able to get into the upper stories in order to continue the building process.

Now, think of a content topic that you must teach that is challenging to students acquiring English as a second (or multiple) language. What types of scaffolds must you put in place for your students to successfully access the lesson's content and language objectives?

4. Here's a factual question a teacher might ask based on a social studies text: "Who was the first president of the United States?" Given the topic of the presidency, what are several additional questions you could ask that promote higher-order thinking? Why is it important to use a variety of questioning strategies with English learners? Use one of the taxonomies (Bloom's [1956] or Anderson & Krathwohl, 2001), or the Depth of Knowledge levels (Webb, 1997) to guide you.
5. The answers to higher-order thinking questions may involve language that is beyond a student's current level of English proficiency. Discuss the advantages and/or disadvantages of allowing English learners to use their **native language** for part of the lesson, if doing so enables them to participate at a higher cognitive level.
6. Using the SIOP lesson you have been developing, add meaningful activities that augment learning strategies. Determine how to scaffold English learners' access to your objectives. Write several higher-order thinking questions or tasks for your lesson.